DOCUMENT RESUME

ED 144 873 SO 010 300

TITLE A Report on Educational Developments in 1975-1976. Greece.
INSTITUTION Ministry of National Education and Religion, Athens (Greece).
PUB DATE 77
NOTE 29p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Comparative Education; Curriculum; Degree Requirements; *Developing Nations; Educational Administration; *Educational Change; *Educational Development; Educational Finance; *Educational History; Educational Legislation; *Educational Objectives; Educational Practice; Educational Programs; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; Preschool Education; Program Descriptions; Reports; Special Education; Teacher Education; Vocational Education
IDENTIFIERS *Greece

ABSTRACT

Examining the educational system of Greece, this publication discusses the reorientation of policy, organization, and curriculum after overthrow of the military regime in July 1974. In accordance with the broader democratic principles set forth in the Greek Constitution of 1975, education is now compulsory for six years, free to everyone on all levels, and accessible equally to both sexes. Additional changes in response to post-1974 legislation include adoption of demotic Greek as the language of curriculum and instruction; encouragement of ethical, social, and religious development in pre-primary education; adoption of innovations from other countries; division of secondary education into a three-year basic and vocational program and a three-year advanced program; and development of new curriculum and teacher training programs in special education. Teacher training courses and in-service seminars have been lengthened and improved under the new legislation and a Center for Educational Research has been established. The increased demand for higher education led to establishment of the University of Thrace in 1974 and expansion of the 11 other institutions of higher learning. The Ministry of National Education plans further expansion of higher education facilities so that fewer Greek students will have to attend foreign universities. (Author/DB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED144873

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION AND RELIGION

A REPORT ON EDUCATIONAL DEVELOPMENTS IN 1975-1976. GREECE.

PRESENTED AT THE 36TH SESSION

OF THE

INTERNATIONAL CONFERENCE ON EDUCATION

GENEVA, AUG. 30 - SEPT. 8, 1977

SP 010 300

ATHENS 1977

CONTENTS

Page

A. GENERAL AND VOCATIONAL EDUCATION 1

Part I. Organization and Structure of the Educational System. 1

1. General Principles 1
2. System of Administration 2
3. Structure and Organization 3
4. Curricula. 4
5. Teacher Training 6

Part II. Educational Developments in 1974-1976. . . . 7

1. New Orientation of Educational Policy. 7
2. New Educational Legislation. 8
3. Administration and Financing 9
4. Development of the System. 11
4.1. General Education. 11
4.2. Vocational Education 13
4.3. Vocational Guidance. 15
4.4. Curricula and Weekly Programs. 15
4.5. Textbooks. 15
4.6. In-Service Training. 15
5. Educational Research and Information Services. . . 16

Appendix: Diagram of the Organizational Structure of Educational Administration 17

B. HIGHER EDUCATION 18

Appendices:

TABLE 1: Number of Students Registered at Greek Institutions of Higher Education During the Academic Years 1974-1975 and 1975-1976. 21

Page

TABLE 2: Number of Teaching Staff in Service at Greek Institutions of Higher Education During the Academic Years 1974-1975 and 1975-1976 22

TABLE 3: Expenditure for Higher Education Under the National Budget and the Public Investment Budget 23

- 0 -

A. GENERAL AND VOCATIONAL EDUCATION

Part I. Organization and Structure of the Educational System

1. General Principles

1.1. The main education legislation currently in force is based on the 1975 Constitution. The decrees and laws applying to the organization of the educational system are: (a) Law 186/1975, which established the Center for Educational Research and Teachers' In-Service Training (KEME); (b) Law 309/1976 on the organization and administration of general education; and (c) Law 576/1977 on technical and vocational education (See also Part II, 2).

1.2. Education at all levels is free to everyone. All children have equal access to public education. Education is compulsory for all Greek children for the first six years. However, under a recently enacted law (309/1976) the period of compulsory education is to be extended to nine years by 1980.

No fees or tuition are charged in public schools or universities. Textbooks are supplied free to students at all levels, including higher education. Boys and girls have equal access to education at all levels. Minority groups also have equal access to education, and special dispensations exist for their religious instruction.

The increased demand for higher education by a growing proportion of the Greek population has led to the creation of new universities in cities and towns other than Athens and Thessaloniki, with a subsequent rise in the number of students attending institutions of higher learning. It is noted here that the University of Thrace commenced operating at the start of the 1974-1975 academic year.

Number of students attending institutions of higher education in 1974-1975

University of Athens	37,682
University of Patras	2,888
University of Thessaloniki	31,197
University of Ioannina	2,585
University of Thrace	321
Athens Polytechnic University	4,544
Other institutions of higher education	27,781
Total	106,998

In spite of the increased number of university students, many secondary school (lyceum) graduates turn to foreign universities every year.

1.3. With few exceptions, secondary schools are co-educational.

2. System of Administration

2.1. The system of administration is centralized. The Ministry of National Education and Religious Faiths has a coordinating and determinant role in education throughout the country. The Center for Educational Research and Teachers' In-Service Training (KEME) exercises an advisory function as to orientation and the educational curriculum in the country's schools.

For purposes of decentralization, the country has been divided into 15 major educational regions, each headed by a supervisor. Inspectors "A" and "B" exercise administrative, supervisory and advisory functions. They also make sure that the official school curriculum drawn up by the KEME and approved by the Ministry of Education is applied. These

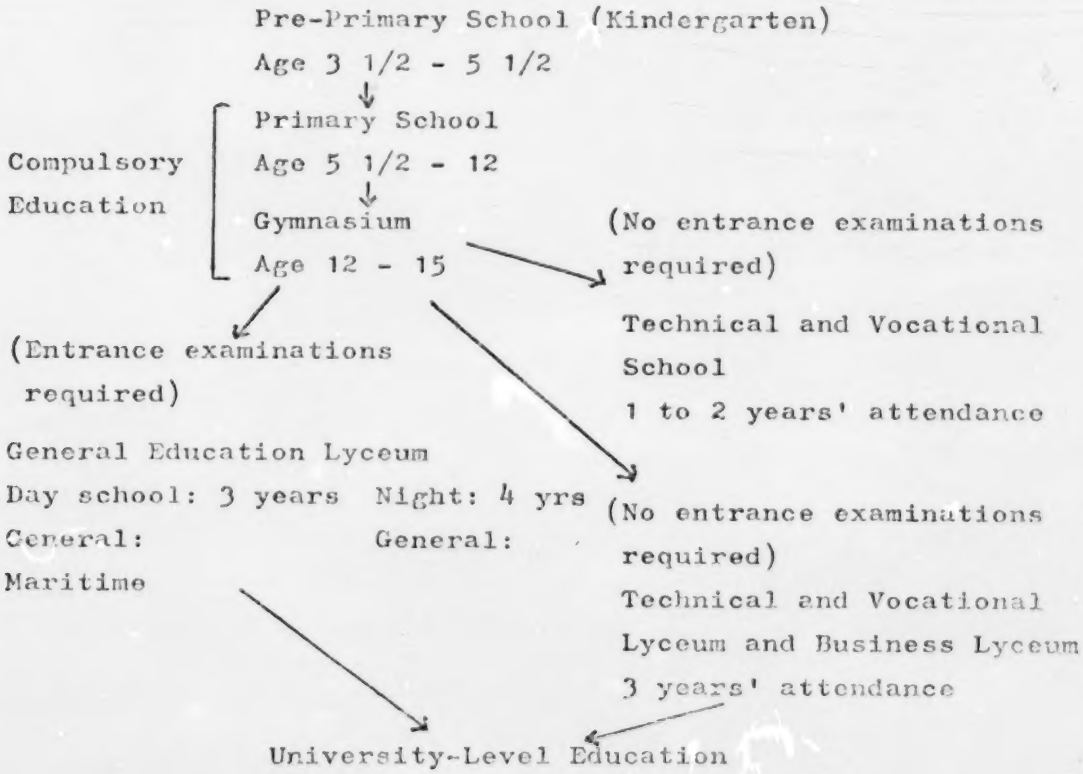
authorities are also empowered to supervise private schools in their region.

2.2. Universities and other university-level institutions are semi-independent establishments supervised and financed by the State; each is a self-governing corporate body under public law. They are administered by a chancellor and a council (senatus) elected by the faculty.

2.3. The budget of the Ministry of Education is subject to the approval of the Ministry of Finance. For the 1975-1976 academic year the education budget equalled 11 per cent of all State revenues, and this percentage is expected to increase in the coming years.

3. Structure and Organization

3.1. Diagram of the General Educational System



3.2. Most students who graduate from a gymnasium enter a technical/vocational lyceum after taking the required examinations. A small number of students enter a general education lyceum under the same procedure, where they are trained to go on to a university. There is a limited number of "classical" lyceums, where the emphasis is on the humanities. A general lyceum student can take some elective courses which are optional (e.g. Latin) or he may attend required intensive courses (e.g., humanities, applied science).

3.3. For promotion from the 5th to the 6th grade and for graduation, primary school pupils sit for examinations based on the subject-matter taught during the preceding school year. The same procedure applies to promotion and graduation of gymnasium and lyceum students.

Students who graduate from primary school enroll in the first gymnasium grade without examinations. However, beginning with the 1979-1980 school year graduates will be enrolled in higher schools of their choice on the basis of the grades in their promotion certificates at the end of the second and third grades.

3.4. The school year is (a) from September 20 to June 30 for primary schools, and (b) from September 1 to June 30 for secondary schools.

4. Curricula

4.1. The KEME is the agency responsible for developing the school curriculum. The curriculum and weekly instruction programs implement the educational policy of the State and conform to the general structure of the educational system.

Teachers are kept up to date on new curricular trends through attendance at special seminars organized throughout the country.

4.2. Application of new curricula at the various levels of education is gradual. Old curricula are still in use in a few cases where the new curricula are not yet applicable.

Pre-primary education imparts the rudiments of religious instruction, ethics and social adaptability in order to prepare children for primary school. Primary education contains very little formal teaching.

The primary school curriculum provides instruction in the Greek language, religion, history, geography, natural science, physics, chemistry, arithmetic, geometry, handwriting, handicrafts, music, physical education and civics.

The secondary school curriculum is one and the same for all pupils at the gymnasium level. Subjects taught are drawn from religion, language, science, mathematics, fine arts, technology, and include elements of the democratic organization of the State, and school and vocational guidance. Compared with the gymnasium, the lyceum covers a broader spectrum. The lyceum curriculum includes: systematic improvement in the spoken and written language; in-depth study of the national literature; national and world history; cultural subjects with specific emphasis on the European cultural tradition; development of the faculties of critical thought and imagination; investigation of the natural and social environment; strengthening of religious faith and national tenets; essential knowledge of the principles of our democracy; and finally, instruction and training to develop men and women of free and responsible character.

4.3. Recent legislation (Law 309/1976) adopted "demotic" Greek -- the spoken language of the people -- as the official language to be used in teaching and textbooks.

5. Teacher Training

5.1. Kindergarten teachers are trained in schools offering a two-year course.

5.2. Primary school teachers' colleges are open to lyceum graduates, who are admitted to a two-year course after taking an entrance examination. Lyceum graduates who are holders of graduation certificates graded "excellent" are admitted without examination.

Courses include subjects in psychology, education, Greek language, history, English, science, mathematics, music, physical education, hygiene and sociology.

5.3. Secondary school teachers specialize in the subject they are going to teach by obtaining a university degree in that subject.

5.4. Physical education instructors are trained in a three-year course at the National Academy of Physical Education in Athens.

5.5. Primary school teachers may attend a two-year course at graduate level in the Maraslion Normal School in Athens after passing an entrance examination. This School also has a two-year and a one-year graduate course for special-school teachers: teachers trained to deal with problem children.

5.6. After serving for ten years in public schools, secondary school teachers may sit for an examination to admit them to a one- or two-year graduate course at the Secondary Education Normal School. Secondary school teachers can also attend a two- to six-month seminar to receive instruction in new trends in education and in their specific teaching fields.

Part II. Educational Developments in 1974-1976

1. New Orientation of Educational Policy

The restoration of Democracy in our country in July 1974 resulted in a reorientation of national educational policy with regard to the goals, the organization and the content of education.

Whereas during the rule of the military regime a strongly militaristic system dominated the educational scene, a sweeping change to democratic processes and a renewal of Greek education has taken place as a result of the change of government and the new spirit prevailing throughout the nation.

The goals of education in Greece are now broader. The "Greek-Christian" exemplar is no longer considered adequate. Man must also be free to think in his own way, to attain his position in the social environment and adjust himself to it. The new Greek Constitution of 1975 clearly defines the new educational principles: "Education, a basic function of the State, aims at the ethical, intellectual, vocational and physical training of Greeks, the development of their national and religious identity and the creation of independent and responsible citizens." (Amendment 16, Art. 2)

The new educational policy is in alignment both with the anthropocentric ideas of the classic ancient Greek culture and with modern trends and practices for coöperation and unity among the peoples of Europe and the world.

From this point of view the new trends in education (and their implementation) may be considered a positive contribution to the fulfilment of the goals of the European, and on a

larger scale, the world community of nations.

2. New Educational Legislation

The foundations of Greece's educational reform were laid after what may be termed historical decisions were adopted in February 1976 by a large committee consisting of representatives of the fields of education, philosophy, science, the arts and religion, with the participation of the Minister of Education and the Prime Minister. The latter presided over the committee and directed its work during its long meetings. The conclusions and decisions reached aimed at a renewal and democratization of Greek education.

The Committee's decisions covered: free education; compulsory nine-year attendance in primary school and gymnasium (six and three years respectively); introduction of "demotic" Greek (the people's language) in education; separation of secondary schools into two stages, (a) the gymnasium and (b) the lyceum; introduction, at gymnasium level, of the works of ancient Greek writers in modern Greek translation; updating of the subject-matter taught and nationwide use of instruction time; in-service training of schoolteachers; radical reorganization of vocational and technical education; organization of pre-school education; construction of modern school buildings.

The KEME started implementing those objectives, and in less than eight months it succeeded in: improving the content and adapting the language of 33 primary school textbooks in accordance with the revised Triantafillidis Modern Greek Usage; adopting and drastically revising the Triantifillidis Modern Greek Grammar and introducing a companion workbook; partially changing the curriculum and weekly programs of primary schools and gymnasia; and organizing short seminars

and open discussion sessions on the contents and teaching methods of ancient and modern literature in eight educational regions of the country.

Under Law 309/1976, which is now the base-law in the field of education, all children have equal access to public education.

Compulsory education now covers nine years, starting at the age of 5 1/2 and continuing to the age of 12; i.e., six years of primary schooling (demotic school) and three years of first-stage secondary schooling (gymnasium).

This nine-year compulsory attendance will be applied by 1980.

The lyceum is the second-stage of secondary education. It is a three-year school open to all students who successfully completed the gymnasium and passed an entrance examination.

Religious instruction for pupils who are members of the Greek Orthodox Church is part of the school program. Instruction of children belonging to religious minorities is adapted to their own faith or cult.

3. Administration and Financing

3.1. The system of administration in education is based on Law 309/1976. The Ministry of Education is responsible for central administration. It is headed by the Minister of Education assisted by two Undersecretaries (Vice-Ministers). The Ministry is divided into four general divisions (general directorates): Religious Affairs, Higher Education, General Education and Vocational Education; and the Directorate of Physical Education, the Directorate for Education of Greek Children Abroad, the Directorate of Adult Education and

the Directorate of International Relations in Education.

3.2. For the purpose of educational administration the country is divided into:

3.2.1. Primary Education. Fifteen regions headed by supervisors. These regions are subdivided into 240 smaller districts headed by general inspectors.

3.2.2. Secondary Education. Fifteen major regions headed by supervisors. These regions are subdivided into 240 smaller districts headed by inspectors.

3.2.3. Vocational and Technical Education. Four regions, headed by supervisors, are subdivided into 18 smaller districts headed by inspectors.

3.3. To perform the task of determining the goals and aims of the nation's educational policy and putting them into practice, the State created the Center for Educational Research and Teachers' In-Service Training (KEME).

3.3.1. The Center is an important public-service agency directly under the jurisdiction of the Minister of Education. Its main functions are: to research and study educational problems, and to advise on matters of general, higher and vocational/technical education; to draw up the prototype curricula and weekly programs; to train schoolteachers (including in-service training); to train students in non-university higher education; to organize school life and extracurricular activities; and to plan and direct the writing and publication of school textbooks.

3.3.2. The KEME is staffed by 27 educators and specialists holding

Ph.D.'s from Greek or foreign universities and working in the various areas of general, higher and vocational education. For the sake of efficiency, the KEME is divided into the following five departments:

1) Department of General Planning and Coordination.
2) Department of Secondary Education.
3) Department of Primary Education.
4) Department of Technical and Vocational Education.
5) Department of Research and Documentation.

4. Development of the System

4.1. General Education

4.1.1. The new orientation resulted in various changes in the organization and content of education, changes which were implemented by legislation (Laws 309/1976, 186/1975 and 576/1977). For the first time in Greece, major importance is attached to pre-school education. With a view to improving and strengthening the family effort, the State:

a) provides all children with two years tuition-free voluntary attendance at kindergartens;

b) ensures that the number of children does not exceed 30 to a classroom;

c) provides training for kindergarten teachers in two-year training colleges;

d) has established 20 pre-primary school inspectors' posts.

4.1.2. For greater efficiency and better quality, elementary schools

have been classified into 15 types according to the number of teachers they employ (single-teacher schools to fifteen-teacher schools).

The number of pupils does not exceed 30 to a classroom.

The number of school districts was increased from 180 to 240 to enable each inspector to supervise and provide guidance for a smaller number of teachers, thereby making his activity more effective.

Under the new law, moreover, primary school inspectors are controlled by the primary school supervisors, whose role is to provide guidance in educational matters and to organize in-service teacher training.

4.1.3. Two levels of secondary schools have been introduced: the three-year gymnasium and the three-year lyceum.

4.1.3.1. The gymnasium is a three-year independent school unit; it is an extension of the primary school in the sense that it provides continuing compulsory education for all pupils who finish the sixth primary grade.

4.1.3.2. The lyceum is the higher secondary educational level; it is open to all who finish the three-grade gymnasium and pass an entrance examination. There are three types of lyceum, i.e., general studies, technical/vocational and classical.

4.1.4. A special effort has been made to provide education for problem children, notably:

a) A new curriculum and weekly program have been developed.

b) To obtain higher quality in teachers of special education,

their training has been extended to two years (instead of one).

c) Kindergarten teachers participate in the graduate studies programs in special education.

d) Two special-education inspectorates have been created.

e) A Directorate of Special Education was established at the Ministry of Education, consisting of three departments: program application; administration; textbooks, teaching subjects and equipment.

4.2. Vocational Education

Greece's educational reform is progressing rapidly in all areas of general, higher and technical/vocational education.

Basic reform projects are under way and new programs are being developed; new laws have been enacted to complement and improve current efforts, providing a general framework and defining the objectives of future activity. The following three new laws can be cited as examples of the reform drive:

4.2.1. The law on technical/vocational education, establishing two types of schools: (a) the technical and vocational lyceum, and (b) the technical and vocational specialist school.

The first type of school provides required training for students whose future occupation is not a demanding one calling for high qualifications. The second type of school turns out more highly trained and skilled graduates.

The law defines the structure, objectives and function of the shools of higher technical and vocational education. Existing lower technical schools which are considered ob-

solete will be gradually abolished by 1980. Generally, this law aims at modernizing the goals, the structure and the function of the schools of secondary and advanced technical/vocational education.

4.2.2. The law on teachers' colleges, which provides that:

a) A three-year curriculum is mandatory for future primary school teachers (hitherto such training was only two years).

b) Faculty members, especially professors of education, must hold a Ph.D. from a Greek or foreign university.

c) The content of the curriculum and the general operation of teachers' colleges will be adapted to present-day educational and social conditions.

4.2.3. The law on special education, special vocational education, and vocational training and social care of handicapped individuals.

This law was the result of coöperation and teamwork among special-education experts, psychologists, child psychiatrists and administrative representatives of the Ministries of Education, Social Services and Justice.

It is noteworthy that for the first time numerous different school units and special classes are provided to cover most of the cases and categories of problem children. The same law requires the establishment of diagnostic centers (clinics) in the various school districts, to help handicapped individuals who need special training. Furthermore, the State assumes the obligation to help achieve vocational and social integration of these people.

4.3. Vocational Guidance

Within the broad spectrum of educational reform, a team of specialists is preparing a plan for organizing and putting into practice a vocational guidance curriculum. The implementation of this plan is considered cardinally important -- a keystone which will determine the effectiveness of the new measures, especially at this time when young people enjoy new opportunities in the technical and vocational fields. Vocational guidance as a curriculum subject will be introduced in gymnasiums as of the first semester of the 1977-1978 school year.

4.4. Curricula and Weekly Programs

Extensive experimentation is planned with a view to the radical renovation of the primary and secondary school curricula and weekly programs. Research is also planned in other basic educational problems. This research is the responsibility of the KEME, particularly its Department of Research and Documentation.

4.5. Textbooks

Replacement of the old primary and secondary school textbooks by modern ones in line with the curricula is an immediate goal of the Ministry of Education. The necessary preparations are now under way in the various departments of the KEME.

4.6. In-Service Training

In-service training of administrative and teaching personnel by means of short seminars in the country's educational districts is another project prepared by KEME. A two-month seminar for secondary school teachers is being held in

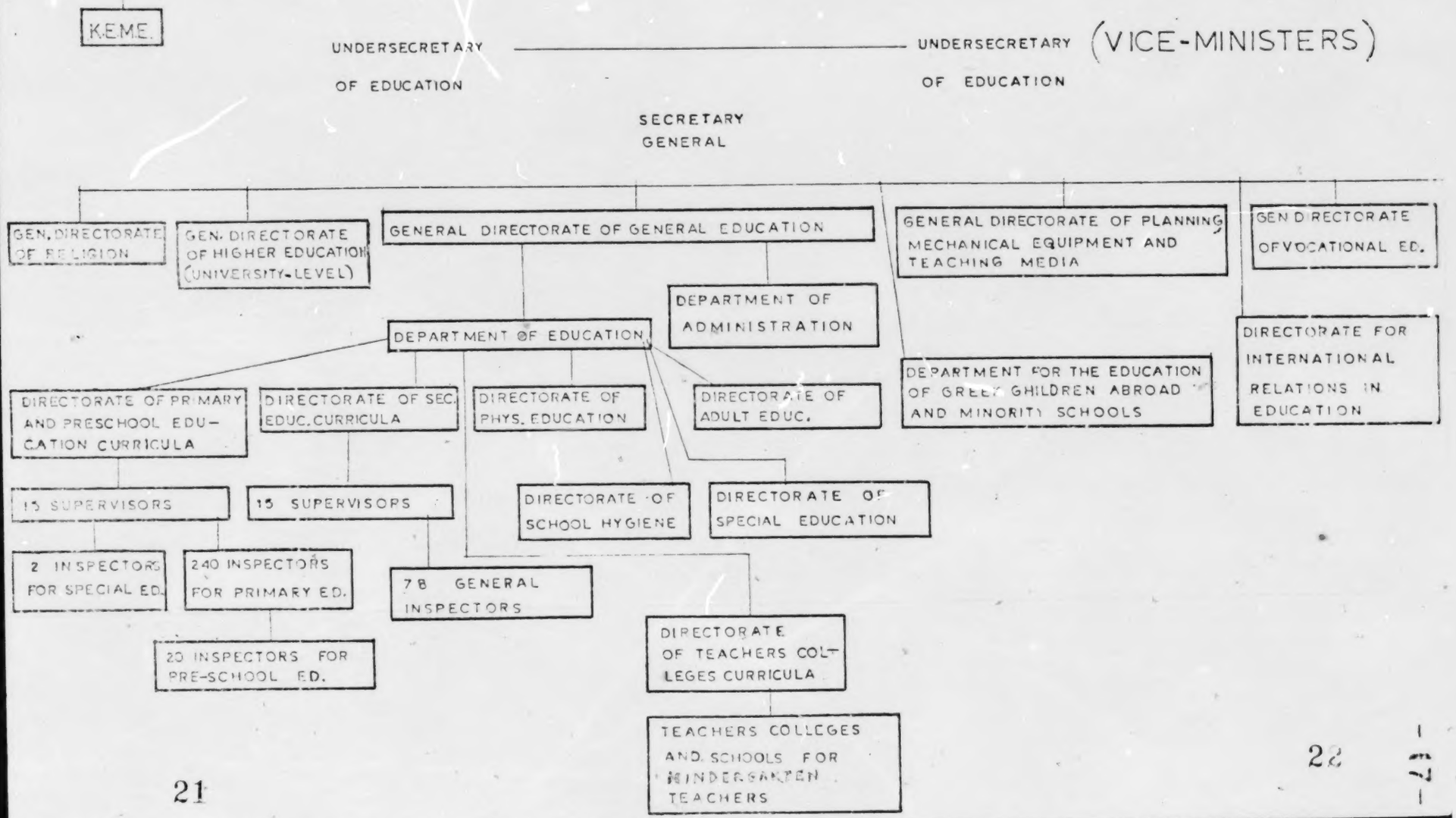
Athens at this time.

5. Educational Research and Information Services

Until the KEME was establishedthere was no agency or institution responsible for educational documentation and information.

The budget of the Ministry of Education contains an appropriation for educational documentation and related research within the scope of the KEME's function. According to Law 186/1975 (which established the Center) and the KEME's own rules and regulations, the Department of Research and Documentation collects, processes and classifies information and documentary material relating to education. The Department channels this information and material to the educational agencies and services and exchanges information with similar centers and institutions in other countries.

2. A diagram of the organisational structure of educational administration


MINISTER
K.E.M.E.
UNDERSECRETARY OF EDUCATION
UNDERSECRETARY OF EDUCATION (VICE-MINISTERS)
SECRETARY GENERAL
GEN. DIRECTORATE OF RELIGION
GEN. DIRECTORATE OF HIGHER EDUCATION (UNIVERSITY-LEVEL)
GENERAL DIRECTORATE OF GENERAL EDUCATION
GENERAL DIRECTORATE OF PLANNING MECHANICAL EQUIPMENT AND TEACHING MEDIA
GEN DIRECTORATE OF VOCATIONAL ED.
DEPARTMENT OF ADMINISTRATION
DEPARTMENT OF EDUCATION
DIRECTORATE FOR INTERNATIONAL RELATIONS IN EDUCATION
DEPARTMENT FOR THE EDUCATION OF GREEK CHILDREN ABROAD AND MINORITY SCHOOLS
DIRECTORATE OF PRIMARY AND PRESCHOOL EDUCATION CURRICULA
DIRECTORATE OF SEC. EDUC. CURRICULA
DIRECTORATE OF PHYS. EDUCATION
DIRECTORATE OF ADULT EDUC.
15 SUPERVISORS
15 SUPERVISORS
DIRECTORATE OF SCHOOL HYGIENE
DIRECTORATE OF SPECIAL EDUCATION
2 INSPECTORS FOR SPECIAL ED.
240 INSPECTORS FOR PRIMARY ED.
78 GENERAL INSPECTORS
20 INSPECTORS FOR PRE-SCHOOL ED.
DIRECTORATE OF TEACHERS COLLEGES CURRICULA
TEACHERS COLLEGES AND SCHOOLS FOR KINDERGARTEN TEACHERS

B. HIGHER EDUCATION

1. According to the Constitution, Greece's institutions of higher education are self-governing bodies under the supervision of the State, which subsidizes them.

1.1. The disciplines and arts taught during the academic years 1974-1975 and 1975-1976 in the nation's 12 institutions of higher learning (i.e., the Universities of Athens, Thessaloniki, Patras, Ioannina and Thrace, the National Polytechnic University of Athens, and the Colleges of Economic and Commercial Studies, Political Sciences (Panteios School), Agriculture, Industrial Studies in Piraeus, Industrial Studies in Thessaloniki, and Fine Arts) were:

1) Theology

2) Philology (Philosophy, Literature, Archaeology, Foreign Languages)

3) Law

4) Sciences and Mathematics (Physics, Chemistry, Pharmacology, Mathematics, Biology, Geology)

5) Medicine

6) Dentistry

7) Veterinary Medicine

8) Agriculture

9) Technology (Civil Engineering, Architecture, Topography, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Shipbuilding and Naval Architecture, etc.)

10) Economics

11) Political and Social Sciences

12) Fine Arts

1.2. Because of the limited number of students that can be accommodated (numerus clausus), admission to institutions of higher education requires candidates to pass a general entrance examination held at the end of August each year. Candidates who have completed a six-year or seven-year (for night-school) secondary education and have received their graduation certificates choose the cycle/type which includes the school or department they wish to attend and sit for the appropriate examination.

1.3. Undergraduate studies in the institutions of higher education are of four to six years duration depending on the curriculum of the school or faculty.

1.4. Students pay no fees for registration or tuition; they are provided with free textbooks and receive free medical care. About 30 per cent of the students have their meals free of charge in student cafeterias.

1.5. The number of candidates for the general entrance examination was 64,087 in 1975 and 75,812 in 1976; the number admitted was 15,792 and 15,701 respectively.

(The above figures include candidates and students admitted to univerisities, university-level colleges, normal schools, kindergarten and primary-school teachers' colleges and the Academy of Physical Education -- advanced schools of non-univerity level.)

The tables appended hereto contain:

a) statistical figures for the academic years 1974-1975 and

1975-1976 concerning:

i) the number of students registered in institutions of higher education;

ii) the number of teaching staff in service at these institutions;

b) Expenditure for higher education under the regular national budget and the public investment budget.

TABLE 1

Number of Students Registered at Greek Institutions of Higher Education During the Academic Years 1974-1975 and 1975-1976

	1974-1975	1975-1976
University of Athens	49,405	47,721
University of Thessaloniki	37,601	33,235
National Polytechnic University	5,085	4,994
University of Patras	3,466	3,745
University of Ioannina	3,807	3,223
College of Agriculture	756	793
College of Economic and Commercial Sciences	13,785	10,726
College of Political Sciences	9,652	7,759
College of Industrial Studies in Piraeus	9,224	8,344
College of Industrial Studies in Thessaloniki	7,599	6,452
College of Fine Arts	259	293
University of Thrace	321	646
T o t a l	140,960	127,931

TABLE 2

Number of Teaching Staff in Service at Greek Institutions of Higher Education During the Academic Years 1974-1975 and 1975-1976

	1974-1975			1975-1976		
	Senior Staff	Junior Staff	Total	Senior Staff	Junior Staff	Total
University of Athens	149	1592	1741	160	1631	1791
University of Thessaloniki	242	1902	2144	254	1918	2172
National Polytechnic University	74	610	684	76	623	699
University of Patras	39	180	219	55	1191	1246
University of Ioannina	29	160	189	33	168	201
College of Agriculture in Athens	22	143	165	25	143	168
College of Economic and Commercial Sciences	21	52	73	20	48	68
College of Political Sciences	21	98	119	19	100	119
College of Industrial Studies in Piraeus	21	56	77	18	53	71
College of Industrial Studies in Thessaloniki	12	45	57	12	45	57
College of Fine Arts	6	17	23	8	16	24
University of Thrace	-	66	66	-	71	71
T o t a l	636	4921	5557	680	5007	5687

TABLE 3

Expenditure for Higher Education
Under the National Budget and
the Public Investment Budget

SOURCE	EXPENDITURE	1975 (Drs)	1976 (Drs)
National Budget	General Expenses	2,422,000,000	2,895,000,000
	Meals	203,500,000	221,000,000
	Textbooks	67,000,000	95,000,000
Public Investment Budget	General Expenses (Buildings, Equipment, etc.)	1,004,000,000	1,493,000,000
	T o t a l	3,696,500,000	4,704,000,000